



# Clarkdale-Jerome Elementary School

Clarkdale-Jerome Elementary District

1615 Main Street, Clarkdale, AZ 86324-0248

Mailing Address: P.O. Box 248, Clarkdale, AZ 86324-0248

ARIZONA  
School Report Card  
2001-02

Superintendent: Dr. William J. Kelly

Schedule: 7:30 AM to 4:30 PM

Web Address: [www.cjsd.k12.az.us](http://www.cjsd.k12.az.us)

E-mail: [bill@cjsd.k12.az.us](mailto:bill@cjsd.k12.az.us)

Grades: K-8

2001 Enrollment: 376

Phone: (928) 634-7804

Fax: (928) 639-0917

## ▼ School Overview ▼

### Mission

"SCHOOLS ARE FOR CHILDREN, SCHOOLS BELONG TO THE COMMUNITY, SCHOOLS ARE PEOPLE DEVELOPERS, SELF, HOME AND SCHOOL TEAM EDUCATES: The mission of the district is to provide comprehensive, success-oriented learning activities for young people in our schools. These opportunities must be designed to develop the person's potential in the areas of academic ability and vocational awareness, cultural appreciation and community contribution."

### Organization and Philosophy

- w Traditional
- w Departmentalized Classrooms
- w Self-contained Classrooms

### School/Academic Goals

- w Utilize a cohesive curriculum that will assist students in meeting state and national standards in the basic subjects.
- w Continue to support and maintain lower than state average class sizes to promote student academic and social growth.
- w Train staff and students in the use of computers, networks and other technological tools so students will function well in a global economy.

### Instructional Programs

- w Appreciation of Cultural Diversity
- w Title I Extended Kindergarten
- w Accelerated Placement
- w ESL
- w Gifted
- w On-site Special Education
- w Volunteer Program
- w School-to-Work

### Enrollment

October 1, 2000 School Year Student Enrollment:	371
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	89

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

0 School Administrator(s)  
 0 Non-certified Employee(s)  
 0 Teacher(s)  
 0 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	1.00	Teacher Aide	4.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	1	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	1	0	0
10 or more years	2	10	0	0

## ▽ Shared Responsibilities ▽

### School

All students will have required textbooks and supplies furnished by the district. The district has established regulations (JI/KF) governing the conduct of students, staff and visitors to the campus to provide a safe environment. The Governing Board, administration and teachers have high academic expectations for all students.

### Parents

It is a responsibility of parents to ensure that their children arrive at school or the bus stop on time. Regular attendance, except for illness or appointments which cannot be scheduled at other times, is important. Parents are expected to provide their children with the necessary nourishment, rest, clothing and encouragement to facilitate their ability to be successful in school. Parents are encouraged to actively participate as partners in their children's educational endeavors.

## ▽ Transportation Policy ▽

Provide bus service to all students who reside beyond a one-mile radius of the school. A mileage reimbursement may be provided to parents of children who provide private transportation to the nearest bus stop if they reside along routes which are unpaved or considered inappropriate or unsafe for regular school bus service.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/16/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/23/02
<b>Operates on Traditional Schedule</b>			

### Report Card Release Dates

9/24/01	1/9/02	3/13/02	5/23/02
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### Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Two Computer Labs	W Internet Services--Student Research
W Science Lab	

### Extracurricular Activities

W Student Council	W CHAMPS--Have/Model Positive Skills
W Basketball	W Volleyball
W Cross Country	W Softball
W Gymnastics	W Flag Football

### School/Community Resources

W Counseling Services	W Crisis Intervention
W Prenatal/Parenting Assistance	W DES Services
W Health Services	W Volunteer Program
W Recreational Activities	W Afterschool Extended-day Program

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- W Special training has been provided by this district to teachers in state and nationally acclaimed programs for teaching basic skills (Collaborative Literacy Intervention Project); Accelerated Reader and Math Programs.
- W Our students scored well on the state-mandated Stanford 9 Achievement Test given to grades two through eight starting in 1999. In 2001 first grade students were given the reading section.
- W Visit our student authored website:  
<http://www.cjsd.k12.az.us>.

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.6 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	11.2 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.0 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	6.9 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	99.2 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	0.8 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	NA			11.1 %
<b>Status Unknown</b> <sup>8</sup>	NA			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
ASBA--Outstanding Board Member of the Year	1997
County Outstanding Teacher of the Year Nominees	1998
Regional Science Fair	1998
A+ School	1999

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results<sup>1</sup>, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	43	525	9%	11%	51%	27%
	State	60969	521	11%	18%	44%	27%
Writing	School	43	547	11%	4%	60%	23%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	44	516	9%	25%	43%	22%
	State	61089	510	14%	29%	34%	23%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard  
 A - Percent of students who Approached the standard  
 M - Percent of students who Met the standard  
 E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	43	503	20%	25%	37%	16%
	State	63518	503	22%	24%	41%	14%
Writing	School	40	488	20%	30%	47%	2%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	45	485	22%	35%	11%	31%
	State	63873	487	17%	43%	12%	29%

#### Grade 8

Reading	School	35	521	8%	20%	48%	22%
	State	56652	505	23%	20%	40%	17%
Writing	School	33	497	18%	39%	36%	6%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	33	459	45%	36%	12%	6%
	State	56871	454	43%	40%	12%	6%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ∨ Academic Achievement Indicators ∨

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	83	84	60
2	Reading	--	--	--	--	--	--	100	45	50	93	61	52	100	64	53
	Language	--	--	--	--	--	--	100	34	40	100	65	43	100	63	44
	Mathematics	--	--	--	--	--	--	100	47	51	100	69	55	100	63	57
3	Reading	91	55	44	100	37	47	100	46	47	100	39	48	100	64	50
	Language	88	45	45	98	37	49	100	41	51	100	35	54	100	65	56
	Mathematics	91	39	41	100	27	46	100	32	49	100	36	52	100	60	54
4	Reading	82	59	52	97	64	53	100	55	54	88	53	54	90	37	55
	Language	100	40	45	100	44	47	100	44	49	100	37	48	95	34	50
	Mathematics	98	43	48	100	50	51	100	45	54	100	45	55	93	38	57
5	Reading	95	66	50	100	61	51	100	65	51	92	56	51	98	43	51
	Language	100	56	40	100	43	42	100	51	44	92	53	45	100	30	45
	Mathematics	100	61	47	100	54	51	100	58	54	92	54	55	100	47	57
6	Reading	98	56	52	100	65	53	100	67	54	96	65	53	86	60	54
	Language	100	42	40	100	48	41	100	52	44	98	47	44	90	44	45
	Mathematics	100	55	54	100	63	57	100	66	59	98	66	60	90	59	63
7	Reading	100	76	52	100	52	52	100	66	53	93	61	52	73	70	53
	Language	100	74	49	100	54	52	100	65	54	93	55	54	80	53	55
	Mathematics	100	74	50	100	43	53	100	50	55	90	46	56	78	54	58
8	Reading	94	60	54	100	67	54	93	58	54	79	67	53	92	66	55
	Language	92	53	45	100	78	46	95	53	49	79	62	49	92	62	50
	Mathematics	94	54	50	100	70	52	91	52	54	79	55	56	89	60	58

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>79</b>	<b>50</b>
<b>Grades 3-4</b>	<b>67</b>	<b>55</b>
<b>Grades 4-5</b>	<b>60</b>	<b>78</b>
<b>Grades 5-6</b>	<b>84</b>	<b>79</b>
<b>Grades 6-7</b>	<b>56</b>	<b>27</b>
<b>Grades 7-8</b>	<b>79</b>	<b>86</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

The school has an ongoing Safe-School Committee established to review the school campus and improvements that are needed. The school has a plan book to follow in ensuring that our school committee is incorporating into an ongoing plan for school safety.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,816	\$1,031,721
Classroom Supplies	\$153	\$55,947
Administration	\$395	\$144,725
Support Services-Students	\$399	\$146,101
Other Support Services and Operations	\$1,466	\$537,101
<b>Total Expenditures- All Categories 1999-2000</b>	<b>\$5,228</b>	<b>\$1,915,595</b>

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$18,254.20 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	William J. Kelly	(928) 634-5035	
<b>Community Resources</b>	William J. Kelly	(928) 634-5035	
<b>School Nutrition Programs</b>	Edith Lindner	(928) 634-5035	
<b>Parent Organization</b>	Cindy Espolt	(928) 634-5035	
<b>Student Health/Nurse</b>	Lydia Schabacker	(928) 634-5035	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."